

CCRI - NURSING PROGRAM
NURSING V - ADNU 2050 - FALL 2009
SYLLABUS C: LEARNER ACTIVITIES

CLASS CONTENT	CLASS HOURS	INTERACTIVE LEARNING STRATEGIES	READING ASSIGNMENT	RESOURCE TECHNOLOGY
The Family System	2	<ul style="list-style-type: none"> • Assign students to a family in the clinical area. Include assessment of family structure and developmental concepts. Discuss how they influence the family's health care practice and the nurse's role. • Explore a recent newspaper or journal article about an ethical or social issue that impacts on the quality of life of a family • Institute patient/family discharge teaching which includes health promotion using appropriate teaching strategies and various learning styles of the patients. • Divide the clinical group into 2-4 students and instruct each group to develop a teaching project to present in post conference (i.e. focus on health promotion of an issue in maternal child health). • Observe the interaction of a pediatric or maternity nurse with the family in a clinical situation. Discuss the nurse's various roles. • Have students in various cultural groups share their beliefs about child bearing and child rearing. • Assign students to care for patients/families who are of a different culture and lifestyle than their own. Identify how these differences influence their interactions. • Select one of the web sites and explore the information provided. How would a community based nurse use this information? • Observe a health care worker in a clinic, hospital, birth center, lactation or community setting. Identify the nurse's role in the health of women and children. 	<p>TEXT: Potts & Mandleco Chapter 3</p> <p>TEXT: Ricci Chapter 2</p> <p>Recommended Journal Article:</p> <p>♦ Engelhardt, Kisiel, Nicholson, Mulichak, deMatteis, & Tobin. <u>Impact of care coordination and support - strategic partnership on clinical outcomes.</u> Home Health Nurse, Vol. 26, No. 3, March 2008. (pp. 166-171)</p>	<p>WEB SITES:</p> <ul style="list-style-type: none"> • Acupuncture www.acupuncture.com • Alliance for Hispanic Health www.hispanichealth.org • American Botanical Council www.herbalgram.org • American Holistic Nurses Association www.ahna.org • American Translators Association (ATA) www.atanet.org • Association for Women's Health, Obstetrics, and Neo-natal Nursing www.awhonn.org • Center for Applied Linguistics www.cal.org • Centers for Disease Control and Prevention www.cdc.gov • Child Health Center www.childhealthinfo.com • Holistic Health Center www.forholistichealth.com • Institute for Family-Centered Care www.familycenteredcare.org • Language Line www.languageline.com • National Center for Homeopathy www.homeopathic.org • NIH Complementary and Alternative Medicine www.altmed.od.nih.gov/oam • Northwest Translators and Interpreters Society www.notis.net • Office of Minority Health, US Department of Health & Human Services www.omhrc.gov • Transcultural Nursing Society www.tcns.org

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Human Reproduction	3	<ul style="list-style-type: none"> • Reflect on positive and negative factors which may impact the health of the developing fetus. • Outline the phases of the menstrual cycle, the dominant hormones involved and changes taking place in each phase. • Research one of the various prenatal screening tests, explain its purpose and potential findings as you would to a patient at risk for fetal abnormality. • Discuss the ways hormones may effect physical appearance. • Identify stages of embryonic and fetal development. • Explain structure and function of placenta, umbilical cord and fetal membranes. • Describe fetal circulation and the circulatory changes that occur after birth. • Draw your family pedigree identifying inheritance patterns. Share it with your family to validate its accuracy. What did you discover about your family? • Discuss the process of spermatogenesis and oogenesis and alterations in the process of gametogenesis. 	<p>TEXT: Ricci Chapters 3 & 10</p> <p>Recommended Journal Articles:</p> <ul style="list-style-type: none"> ♦ Lorraine J. Phillips, MSN, FNP, Win Phillips, PhD. <u>Better Reproductive Healthcare for Women with Disabilities: A Role for Nursing Leadership</u>, <i>Advances in Nursing Science</i>, Vol. 29, No. 2, pp. 134-151. ♦ Bradley, L., Kloza, E., Haddow, P., Beauregard, L., Johnson, J., & Haddow, J. (2007). <u>A genetic history questionnaire-based system in primary prenatal care to screen for selected fetal disorders</u>. <i>Genetic Testing</i>, 11(3), 291-295. 	<p>VIDEO PROGRAM: Miracle of Life (60 min.)</p> <p>WEB SITES:</p> <ul style="list-style-type: none"> • Alan Guttmacher Institute www.agiusa.org • American Society for Reproductive Medicine www.asrm.com • Kinsey Institution www.indiana.edu/kinsey/index.html • National Women's Health Information Center www.4woman.gov • National Women's Health Resource Center www.healthywomen.org • Sexuality Information and Education Council of the United States www.siecus.org • Society for Women's Health Research www.womens-health.org

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The Child with Alterations in Respiratory Function	5	<ul style="list-style-type: none"> • Have students view and then discuss the video "Assessment of Respiratory Distress in the Pediatric Patient". • Have the student write a nursing care plan for an assigned patient who has an alteration in respiratory function using NANDA, NOC, NIC. • Have the students design POC for children with various respiratory alterations and perform assessment, positioning, and treatments using SimMan. • Have the students design POC when assigned to a child with respiration alteration and perform assessment, positioning, and treatments. • Have students attend community-based asthma education classes for children and families with asthma. • Have student identify the role of caregivers smoking in exacerbation of asthma in the child. Encourage self-reflection in students who smoke. • Have the student collaborate with the primary nurse caregiver, and respiratory therapist when providing care for a child with alteration in respiratory status. • Have the student participate in planning and providing discharge teaching with the primary nurse when assigned to a patient with a respiratory diagnosis. 	<p><u>TEXT: Potts & Mandleco</u> Chapter 24</p>	<p><u>VIDEO PROGRAM:</u> PD-087 V Assessment of Respiratory Distress in the Pediatric Patient (23)</p> <p><u>SIM MAN</u></p>

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The Processes of Birth	5	<ul style="list-style-type: none"> • Have students assigned to labor patients on external monitors document data needed about the monitor strips and patient's progress. • Identify different cultural and religious beliefs and practices regarding child-birth that may help to enhance the couple's sense of control and satisfaction with the birth. • Discuss the five component "P's" of the birth process (power, passenger, passage-way, psyche, and position). • Share with other nursing students how the critical factors of labor influence the length of labor and birthing process for a laboring woman. • Discuss advantages and disadvantages of delivery in an assigned center, home, hospital and freestanding birth center. <p>Describe how the five "P's" of labor interact to result in the birth of an infant.</p> <ul style="list-style-type: none"> • Describe the appropriate nursing care for the intrapartum patients in true labor, false labor, and AVAC. • Describe factors that influence a woman's comfort in labor. • Identify the advantages and limitations of non-pharmacological pain management for both mother and fetus. • Identify the advantages and limitations of pharmacological pain management for both mother and fetus. • Identify the nurse's role during intrapartum phase. • Identify the nurse's role in the care of the newborn after birth. • Have students handle and/or view a pelvis and fetal head. 	<p>TEXT: Ricci Ch 13 & 14</p> <p>Recommended Journal Articles:</p> <ul style="list-style-type: none"> ♦ Brodsky, P.L. (2006). <u>Childbirth: A journey through time</u>. International Journal of Childbirth Education, 21(3), 10-15. ♦ Cheng, Y. W., & Caughey, A. B. (2007). <u>Normal labor and delivery</u>. Emedicine. Available at: www.emedicine.com/med/topic3239.htm ♦ Reingold, A., Gershman, K., Petit, S., et al. (2007). <u>Perinatal group B strepto-coccal disease after universal screening recommendations</u>. Journal of the American Medical Association, 298(12), 1390-1392. 	<p>VIDEO PROGRAMS:</p> <ul style="list-style-type: none"> • #OB-002 V "Human Birth" (20 min.) • #OB-016 V "Tender Loving Care: A Coach's Role in Labor and Delivery" (26 min) • #OB-085 V "Family/Child Care: Providing Care During Delivery" (65 min.) <p>WEBSITES:</p> <ul style="list-style-type: none"> • Academy for Guided Imagery, Inc. www.interactiveimagery.com • American College of Obstetricians and Gynecologists www.acog.org • American College of Nurse Midwives www.midwife.org • American Public Health Association www.apha.org • Association of Labor Assistants and Childbirth Educators www.alace.org • Association of Women's Health, Obstetric and Neonatal Nurses (AWHONN) www.awhonn.org • Birthworks www.birthworks.org • Childbirth Organization www.childbirth.org • Diversity Rx www.diversityrx.org • Doula of North America www.dona.org • Evidence-Based Nursing www.evidencebasednursing.com • HypnoBirthing Institute www.hypnobirthing.com • International Childbirth Education Association www.icea.org • Lamaze International www.lamazechildbirth.com • National Association of Childbearing Centers www.birthcenters.org

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The Child With A Visual Impairment	1	<ul style="list-style-type: none"> • In clinical group, discuss the role of the nurse in early screening for strabismus, the various types and treatments, and caregiver education. • Have students practice the screening techniques for strabismus, cover/uncover test and corneal light reflex, on each other in class. • Have the student research alternate play activities for an assigned patient with significant visual impairment. 		
Physiological Adaptations to Pregnancy	3	<ul style="list-style-type: none"> • Have each student review the prenatal history of the patient they are caring for on the postpartum unit. • Assign each student one or two major body systems to identify various changes throughout gestation. • Assign students to setting to interview pregnant patients about common discomforts and physiologic changes occurring during pregnancy. • Generate a discussion of the current trends and goals of prenatal care. • Search the internet for information about psychological changes that occur during pregnancy. • Discuss nutritional guidelines in the food pyramid for a pregnant woman. • Discuss the importance and limitations of exercise in pregnancy. • Identify the special needs of the pregnant adolescent, single parent, and older couple. • Discuss the differences among presumptive, probable and positive signs of pregnancy. • Discuss patient education of common discomforts of pregnancy and how activities of daily living may be impacted. 	<p>TEXT: Ricci Ch 11</p> <p>Recommended Journal Articles:</p> <ul style="list-style-type: none"> ♦ Bradley, L., Kloza, E., Haddow, P., Beauregard, L., Johnson, J., & Haddow, J. (2007). <u>A genetic history questionnaire-based system in primary prenatal care to screen for selected fetal disorders.</u> <i>Genetic Testing</i>, 11(3), 291-295. ♦ Togensen, C., Curran, C. <u>A systematic approach to the physiologic adaptations of pregnancy.</u> <i>Critical Care Nurse Quarter</i>, Vol. 29, No. 1, pp. 2-19. 	<p>WEBSITES:</p> <ul style="list-style-type: none"> • American College of Nurse Midwives www.acnm.org • American College of Obstetricians and Gynecologists www.acog.com • Association of Women's Health: Obstetrics Neonatal Nurses www.awhonn.org • Dietary Guidelines for Americans www.nal.usda.gov/fnic/dga • International Childbirth Education Association www.icea.org • March of Dimes www.modimes.org • Mayo Clinic Pregnancy Center www.mayoclinic.org • National Center for Education in Maternal and Child Health www.ncemch.org • Nutrition during pregnancy and breastfeeding www.nal.usda.gov/fnic/pubs/topics/pregnancy/precom/html • Vegan diet during pregnancy www.vrg.org/nutrition/veganpregnancy.htm • Weight gain during pregnancy www.marchofdimes.com/pnhec/159_153.asp

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Prenatal Care/Diagnostics	3	<ul style="list-style-type: none"> • Assist the student in making correlations between pre-natal testing and pregnancy outcomes in the clinical setting. • Arrange observational experiences for students in a prenatal outpatient setting. • Support small group discussions in clinical conference regarding psychosocial issues and potential nursing diagnoses and planning for various prenatal tests. • Discuss various laboratory tests with a pregnant woman that must be tested. • Explain the use of fetal diagnostics test in women with complicated pregnancy. • Discuss the objectives of Healthy People 2010 for the prenatal woman and identify nursing implications. • Review the health history of a pregnant woman. • Count fetal heart rate either on pregnant woman or Vital Sim. • Compare the child birth education class and the impact of the TV baby story. 	<p>TEXT: Ricci Ch 12</p> <p>Recommended Journal Article:</p> <ul style="list-style-type: none"> ♦ Atrash, H. K., Johnson, K., Adams, M., Cordero, J. F., & Howse, J. (2006). <u>Preconception care for improved perinatal outcomes: The time to act.</u> <i>Maternal Child Health</i>, 10(5), Supplement: S3-11. ♦ Center for Disease Control and Prevention (CDC) (2006). <u>Recommendations to improve preconception health and health care—United States.</u> Atlanta, GA: CDC. 	<p>WEBSITES</p> <ul style="list-style-type: none"> • American Academy of Husband-Coached Childbirth www.bradleybirth.com • American College of Nurse Midwives www.acnm.org • American College of Obstetricians and Gynecologists www.acog.com • Association of Women's Health: Obstetrics Neonatal Nurses www.awhonn.org • International Childbirth Education Association www.icea.org • March of Dimes www.modimes.org • Mayo Clinic Pregnancy Center www.mayoclinic.org • National Center for Education in Maternal and Child Health www.ncemch.org • Doulas of North America www.dona.org • International Lactation Consultation Association (ILCA) www.ilca.org • La Leche League International www.lalacheleague.org • Lamaze International www.lamazechildbirth.com • Prepared Childbirth Education www.childbirtheeducation.org • Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) www.usda.gov/fns/wic.html

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The Child with Alterations in Gastrointestinal Function	5	<ul style="list-style-type: none"> • Have the student calculate minimum fluid requirements for each assigned pediatric patient. • Have the student determine the degree of dehydration according to their text for an assigned patient with diagnosed dehydration. • Have the student accompany their patient when having an abdominal ultrasound, barium swallow, or surgical procedure. • Have the student assess a child with a gastrointestinal anomaly and prepare/ demonstrate a POC, including use of sump tube, gastrostomy tube, and nasogastric tube using SimMan. • Provide student with patient assignments that include use of gastrostomy and sump tubes with guidance to reference the correct policy for use. • Have the student write a nursing care plan using NANDA, NOC, NIC for an assigned patient who has had an appendectomy. 	<p><u>TEXT: Potts & Mandleco</u> Ch 21, pp. 588-605 Ch 23, pp. 662-697 Ch 35, pp 1198-1204</p>	<p><u>SIMMAN</u></p>
The Child with Alterations in Cardiovascular Function	2	<ul style="list-style-type: none"> • Have the student lead a discussion in post conference regarding the acute and long term implications and quality of life issues related to the patient with a CV diagnosis and the family. • Provide the student with a scenario of a child who is post cardiac catheterization using SimMan. • Have the student assess a child with a cardiac anomaly and prepare/ demonstrate a POC using SimMan. • Have the student participate in discharge planning for a child with a cardiac diagnosis by collaborating with the primary nurse and case manager. • Provide an opportunity for the student to assess caregiver readiness then provide discharge teaching for the caregiver related to cardiac needs. • Provide student with a patient assignment that includes beta blockers and/or Lanoxin where student will have to access micromedex on the computer to calculate safe dose and make the appropriate assessments prior to dosing. • Assign the student to a patient with IVIG ordered and monitor the patient during the infusion according to recommended procedure. 	<p><u>TEXT: Potts & Mandleco</u> Chapter 25</p>	<p><u>SIMMAN</u></p>

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The Child with Alterations in Musculoskeletal Function	3	<ul style="list-style-type: none"> • The students will discuss the role of genetics and quality of life issues in small groups. • Have the student write a nursing care plan using NANDA, NOC, NIC for an assigned patient who was in traction or in a cast. • Have the student demonstrate proper positioning and turning of a patient with Harrington rod placement using SimMan. • Provide an opportunity for the student to assess caregiver readiness then provide discharge teaching for the caregiver related to spica cast care. • Have the student participate in discharge planning for a child with a cast by collaborating with the primary nurse and case manager. • Encourage the student to assess pain management in a patient with a fracture for effectiveness and evaluate with the health team for the potential need for additional interventions. 	<p><u>TEXT: Potts & Mandleco</u> Chapter 27, pp. 857-862 Chapter 29, pp. 952-954 Chapter 34</p>	<p><u>SIM MAN</u></p>

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<p>Management & Nursing Care of the High Risk Obstetric Patient</p> <p>Continues on next page . . .</p>	5	<ul style="list-style-type: none"> • Discuss the impact of pregnancy-induced hypertension on the woman and fetus. • Have students compare and contrast chronic hypertension using previous patient examples vs. pregnancy-induced hypertension. • Discuss the effect of diabetes on the pregnant woman and her fetus. • Have students differentiate between insulin dependent and non-insulin dependent diabetes and gestational diabetes. • Discuss normal cardiac function. Have students apply the concepts of cardiac compensation and decompensation to the pregnant woman. • Discuss the effects of visible and non-visible bleeding on the pregnant woman. • Have students apply the concepts of blood loss using previous medical-surgical patient examples compared to the obstetric patient. • Have students investigate resources available to families who have experienced grief or loss during a pregnancy. • Discuss maternal and fetal disorders that place the mother and baby at risk. • Have students visit the SHARE pregnancy and infant loss support website (www.nationalshareoffice.com) and assess its helpfulness to parents. 	<p>TEXT: Ricci Ch 19 & 20</p> <p>Recommended Journal Articles:</p> <ul style="list-style-type: none"> ♦ American College of Obstetricians and Gynecologists (ACOG) (2007). ACOG practice bulletin: <u>Diagnosis and management of preeclampsia and eclampsia updated.</u> Number 33. Washington, DC: Author ♦ Blincoe, A. J. (2007) <u>Hypertension in pregnancy: The importance of monitoring.</u> British Journal of Midwifery, 15(1), 47-50. ♦ American Diabetes Association (ADA). (2008). <u>Standards of medical care in diabetes in 2008.</u> Diabetes Care, Supplement 1, S12-54. 	<p>WEBSITES</p> <ul style="list-style-type: none"> • Alan Guttmacher Institute www.agi-usa.org • Alcoholics Anonymous www.alcoholics-anonymous.org • American Academy of Pediatrics www.aap.org • American College of Obstetricians and Gynecologists www.acog.org • American Diabetes Association www.diabetes.org • American Lung Association www.lungusa.org • American Medical Association HIV/AIDS Resource Center www.amaassn.org/special/him • American Society of Addiction Medicine www.asam.org • Association of Nurses in AIDS Care www.anacnet.org • Association of Women's Health, Obstetric Neonatal Nurses www.awhonn.org • Asthma and Allergy Foundation of America www.aafa.org • Allergy & Asthma Network of Mothers of Asthmatics www.breatherville.org • CDC National Prevention Information Network www.cdcnpin.org • HIV Websites www.hivinsite.ucsf.edu www.hivatis.org • International Nurses Society on Addictions www.intnsa.org • March of Dimes www.modimes.org • Narcotics Anonymous www.na.org • National Campaign to Prevent Teen Pregnancy www.teenpregnancy.org <p>Continues on next page . . .</p>

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<p>Management & Nursing Care of the High Risk Obstetric Patient, cont.</p>				<p>WEBSITES, cont.</p> <ul style="list-style-type: none"> • National Clearinghouse for Alcohol and Drug Abuse Information www.health.org • National Heart, Lung and Blood Institute of NIH www.nhlbi.nih.gov • National Institute on Drug Abuse www.nida.nih.gov • National Organization for Fetal Alcohol Syndrome www.nofas.org • Planned Parenthood www.plannedparenthood.org • Sex Information and Education Council of United States www.siecus.org • Sidelines High Risk Pregnancy Support Office www.sidelines.org • Tobacco Information and Prevention Source (TIPS) www.cdc.gov/tobacco • Women for Sobriety Support Group www.womenforsobriety.org

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<p>Normal and High Risk Newborn</p> <p>Continues on next page . . .</p>	<p>3</p>	<ul style="list-style-type: none"> • Have students perform a newborn assessment with instructor's supervision. • Observe process of transition and hospital policy on bathing. • Identify and practice vital signs on newborn compared with other patients the student has cared for. • Identify methods used to prevent heat loss in the newborn. • Have the students actively participate in the teaching-learning of newborn care. • Identify own strengths and need for improvement in care of the newborn during post conference. • Discuss the major teaching needs of newborn care to family members. • Discuss the importance of monitoring intake and output of the newborn to parents. • Have students care for infant receiving phototherapy, if available, and discuss in conference the goals for care • Teach parents of a newborn concerning discharge planning and teaching. • Care for a newly circumcised newborn and assess his level of pain. Teach parent/s how to care for the circumcised newborn. • Reflection on student's personal experiences related to teaching new parents. What questions did they ask? • After a tour of the neonatal intensive care nursery, discuss the care of the premature and SGA newborn • Discuss the characteristics of the premature, SGA and LGA newborn. • Discuss the legal issues concerning caring for a substance abuse newborn. • Discuss the families from other cultures and ethnic groups you have cared for and how it influences the nursing care of the newborn. • Have students attend a breast feeding class. • Have students observe newborn feeding-readiness cues in the newborn nursery. <p>Continues on next page . . .</p>	<p>TEXT: Ricci Chapters 17, 18, 23, & 24</p> <p>Recommended Journal Articles:</p> <ul style="list-style-type: none"> ♦ Cinar, N. D. & Filiz, T. M. (2006). <u>Neonatal thermoregulation</u>. Journal of Neonatal Nursing, 12(2), 69-74. ♦ <u>Preventing infant abduction: A parent's guide</u>. AWHONN Lifelines, 10(6), 521-522. ♦ Asking, D. F., Bakewell-Sachs, S., Medoff-Cooper, B., Rosenberg, S., & Santa-Donato, A. (2007). <u>Late preterm infant assessment guide</u>. AWHONN, Washington, DC ♦ Keren, R. & Bhutani, V. K. (2007). <u>Preadmission risk assessment for severe neonatal hyperbilirubinemia</u>. NeoReviews, 8(2), 68-75. ♦ Mercer, J. S., Erickson-Owens, D. A., Graves, B., & Haley, M. M. (2007). <u>Evidence-based practices for the fetal to newborn transition</u>. Journal of Midwifery & Women's Health, 52(3), 262-272. 	<p>CAI: Clinical Simulations</p> <p>WEBSITES:</p> <ul style="list-style-type: none"> • AHRQ's Tobacco Pathfinder www.ahrq.gov • American Diabetes Association www.diabetes.org • Association for the Bladder Exstrophy Community www.bladderexstrophy.com/support.htm • Birth Defects for Children www.birthdefects.org • Centers for Disease Control and Prevention www.cdc.gov • Esophageal Atresia/Tracheo-esophageal Fistula Family Support Connection www.eatf.org • March of Dimes www.marchofdimes.com • Narcotics Anonymous www.na.org • Neonatal Center on Birth Defects and Developmental Disabilities www.cdc.gov/ncbddd/fas • National Clearinghouse for Alcohol and Drug Abuse Information www.health.org • National Institute on Alcohol Abuse and Alcoholism www.niaaa.nih.gov • National Organization on Fetal Alcohol Syndrome www.nofas.org • National Women's Health Information Center www.4woman.gov • Neonatal Network www.neonatalnetwork.com • Parental Guide for Developmentally Supportive Care www.comeunity.com/premature/baby/supportivecare.html <p>Continues on next page . . .</p>

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Normal and High Risk Newborn, continued		<ul style="list-style-type: none"> • Have students perform Latch score for breast feeding patient. • Discuss the pros and cons of breast feeding. • Observe common problems associated with breast feeding and nursing interventions you have used that helped resolve the problems. 		<p>WEBSITES, cont.</p> <ul style="list-style-type: none"> • Partnership for a Drug-Free America www.drugfreeamerica.org • Physical and Developmental Environment of the High-Risk Infant www.med.usf.edu • Safe Motherhood Initiative www.safemotherhood.org • SHARE Pregnancy Infant Loss Support, Inc. www.nationalshareoffice.com • Substance Abuse Mental Health Services www.findtreatment.samhsa.gov
The Child with Alterations in Endocrine Function	2	<ul style="list-style-type: none"> • Have the student write a nursing care plan using NANDA, NOC, NIC for an assigned patient who is diagnosed with an endocrine disorder. • Arrange for student to spend an observation dy in the endocrine clinic. • Have the student participate in discharge planning for child with a new onset of diabetes by collaborating wit the primary nurse and case manager. • Provide an opportunity for the student to assess caregiver readiness then provide discharge teaching for the caregiver related to alteration in endocrine function. • Have the student lead a discussion in post-conference regarding the acute and long term implications and quality of life issues related to the patient with an endocrine disorder and the family. • Have the student research the safety issues related to a diagnosis of diabetes in a child related to potential hyper/ hypoglycemia in the absence of the primary caregiver. 	TEXT: Potts & Mandleco Ch 28	
The Child with Alterations in Hematologic Function	3	<ul style="list-style-type: none"> • Have the student research the current literature for treatment of cancer in the pediatric patient. • Assign the student to a patient in Sickle Cell Crisis and guide them through the nursing process of pain management in collaboration with the primary nurse, patient, and caregiver. • Have student design discharge teaching for a child with hemophilia that includes prevention of injuries and emergency measure. 	TEXT: Potts & Mandleco Ch 29, pp. 936-942, 947-948 Ch 26, pp. 817-848	

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Postpartum Health and Nursing Care Continues on next page . . .	3	<ul style="list-style-type: none"> • While in a postpartum setting assign students to a postpartum mother/infant couplet.) • Have students identify the characteristics, signs, symptoms, and causes of hypovolemic shock. • Identify proper fundal assessment on a postpartum mother or fundus model. • While on the postpartum setting, assign students to patients and focus on observing parenting/bonding skills. • Discuss the timing and value of moist heat and ice to the perineum. • Discuss the medical management of postpartum complications for a vaginal birth or operative birth. • During conference have students associate normal and abnormal changes to an expected outcome list. • Have students develop a chart listing types of hemorrhage, treatment and drug therapy. • Have students review signs and symptoms of infection and develop a care plan utilizing critical thinking skills to care for a patient with postpartum infection. • Have students identify certain symptoms that may indicate depression. • Have students identify community-based resources for patients experiencing postpartum depression. 	<p>TEXT: Ricci Chapters 15, 16, & 22</p> <p>Recommended Journal Articles:</p> <ul style="list-style-type: none"> ♦ Sears, R. W. & Sears, J. M. (2006). <u>Father's first steps: 25 things every dad should know.</u> Boston, MA: Harvard Common Press. ♦ AWHONN. (2007). <u>Conquering postpartum depression.</u> Nursing for Women's Health, 11(4), 422-423. ♦ Anderson, J. M. & Etches, D. (2007). <u>Prevention and management of postpartum hemorrhage.</u> American Family Physician, 75(6), 875-882. ♦ Cohen, W. R. (2006). <u>Hemorrhagic shock in obstetrics.</u> Journal of Perinatal Medicine, 34(4), 271-280. ♦ Feied, C. & Handler, J. A. (2007). <u>Thrombophlebitis.</u> eMedicine. 	<p>VIDEO PROGRAM: #OB-093 V "Nursing Care of the New Family: Ineffective Breast-feeding" (23 min.)</p> <p>CAI: Maternity Nsg. Simulations CD</p> <ul style="list-style-type: none"> • Assessment of a Newborn • Normal Labor, Birth, and Postpartum <p>WEBSITES</p> <ul style="list-style-type: none"> • American College of Nurse-Midwives www.midwife.org • Association for Perinatal Psychology and Health www.birthpsychology.com • Association of Maternal & Child Health Programs www.amchpl.org • Center for Postpartum Health www.postpartumhealth.com • Depression after Delivery www.depressionafterdelivery.com • Home-Based Working Moms www.hbwm.com • International Lactation Consultants Association www.ilca.org • La Leche League www.lalecheleague.org • Midwifery Today, Inc. www.midwiferytoday.com • National Center for Fathering www.fathers.com • National Parenting Center www.tnpc.com • National Women's Health Information Center www.4women.gov • Parenthood Web www.parenthoodweb.com • Parenting Q & A www.parenting-qa.com <p>Continues on next page . . .</p>

CLASS CONTENT	CLASS HOURS	INTERACTIVE LEARNING STRATEGIES	READING ASSIGNMENT	RESOURCE TECHNOLOGY
Postpartum Health and Nursing Care, cont.				<p>WEBSITES, cont</p> <ul style="list-style-type: none"> • Parents Anonymous, Inc. www.parentsanonymous.org • Parents Helping Parents www.php.com • Postpartum Support International www.chss.iup.edu/postpartum/
The Child with Alterations in Neurologic Function	4	<ul style="list-style-type: none"> • Have the student write a nursing care plan for an assigned patient who is diagnosed with a neurologic disorder using NANDA, NOC, NIC. • Have the student perform a focused assessment on a patient with neurologic impairment, including using a Glasgow Scale. • Have the student design a POC and demonstrate proper care of the child during a seizure using SimMan. • Have the student complete a Denver Developmental Test on a developmentally delayed child then revise the plan of care based on findings. • Have the student accompany an assigned patient to various neurological tests in the clinical area then correlate the results with the working diagnosis by collaborating with the health care team. • Have the student lead a discussion in post conference regarding various ways that families cope with having a child with neurologic impairment. • Have student participate in discharge planning of a child with neurologic impairment by collaborating with the case manager, primary nurse, and caregiver. 	<p>TEXT: Potts & Mandleco Chapter 32, pp. 1053-1085 Ch 29, pp. 942-946, 955-958 Ch 31, pp. 1032-1049, Ch 33, pp. 1114-1135 Ch 36</p>	<p>WEBSITES:</p> <ul style="list-style-type: none"> • Seizure Disorders: www.efa.org • Neural Tube Deficit: www.sbaa.org • Cerebral Palsy: www.ucp.org • Down Syndrome: www.acds.org www.nads.org www.ndscenter.org • Meningitis: www.musa.org <p>SIM MAN</p>

CLASS CONTENT	CLASS HOURS	INTERACTIVE LEARNING STRATEGIES	READING ASSIGNMENT	RESOURCE TECHNOLOGY
Family Violence	1	<ul style="list-style-type: none"> • Discuss the following: <ul style="list-style-type: none"> • physical abuse • physical neglect • emotional abuse/neglect • sexual abuse • financial abuse • Have students review or perform the domestic violence screen. • Discuss the incidence of domestic violence in women. • Outline the cycle of violence and appropriate interventions. • Discuss the myths and facts about violence. • Attend three community resources that could be useful to a victim of violence. • Discuss the role of nurses who care for abused women. • Visit a website listed and give a summary of what was learned. • Have students identify examples of positive outcomes pertaining to family violence. 	<p>TEXT: Ricci Chapter 9</p> <p>Recommended Journal Articles:</p> <ul style="list-style-type: none"> ♦ Burgess, A. W. (2007). <u>How many red flags does it take?</u> American Journal of Nursing, 107(1), 28-31. ♦ CDC/National Center for Injury Prevention and Control (2007). <u>Tips for handling domestic violence.</u> ♦ DuPlat-Jones, J. (2006). <u>Domestic violence: The role of health professionals.</u> Nursing Standard, 21(14), 44-48. 	<p>WEBSITES:</p> <ul style="list-style-type: none"> • US Department of Justice Office on Violence Against Women www.usdoj.gov/vawo • Centers for Disease Control and Prevention: Intimate Partner Violence www.cdc.gov/ViolencePrevention/intimatepartnerviolence/ • Faith Trust Institute - Working together to end sexual and domestic violence (206) 634-1903 www.cpsdv.org • Domestic Violence www.domesticviolence.org • National Coalition Against Sexual Assault (NCADV) (303)839-1852 www.ncadv.org • National Domestic Violence Hotline: (800) 799-SAFE (7233) www.ndvh.org • Nursing Network on violence Against Women, International Resources for Health Care Professionals www.nnvawi.org/links.htm#professional • The Protection Project www.protectionproject.org • Rape, Abuse, and Incest National Network (RAINN) (800) 656-HOPE www.rainn.org • US Department of Labor, Women's Bureau www.dol.gov/wb/

CLASS CONTENT	CLASS HOURS	INTERACTIVE LEARNING STRATEGIES	READING ASSIGNMENT	RESOURCE TECHNOLOGY
The Child with an Infectious Disease	2	<ul style="list-style-type: none"> • Have the student calculate safe dose range, safe dilution, and safe infusion rate for IV antibiotics according to the policy of the hospital and micromedix on the computer and administer the medication accordingly. • Have the students discuss the potential interferences with children receiving immunizations and discuss strategies to decrease noncompliance. • Assign the student to a patient who is to receive immunizations and administer the vaccine according to the state law. • Have the students discuss the implications of WBC differential as it applies to patients diagnosed with possible sepsis. • Have student discuss when isolation is needed, the type, and any contra-indications for contact with certain people, such as pregnant women. • Have students participate in a post conference discussion regarding the responsibility and role of the nurse regarding placing one's self in close proximity with an infectious disease. • Have students reflect, through discussion, on the practices to prevent spread of infection, such as foam in/foam out, and identify good versus best techniques. • Have student write a NCP for parent teaching regarding immunizations using NANDA, NOC, NIC. 	<p><u>TEXT: Potts & Mandleco</u> Ch 21, pp. 605-619 Ch 15, pp. 415-448 Ch 30</p>	

CLASS CONTENT	CLASS HOURS	INTERACTIVE LEARNING STRATEGIES	READING ASSIGNMENT	RESOURCE TECHNOLOGY
<p>Health Care Issues for Women Across the Lifespan</p> <p>Continues on next page . . .</p>	5	<ul style="list-style-type: none"> • Have students reflect on the effect of infectious diseases on health care of women during the lifespan. • Have students discuss how infertility affects the family unit. • Have students teach their patient a self-breast exam. • Demonstrate breast exam on a patient or breast model. • Discuss the different types of contraceptives and nursing implications for them. • Discuss the different viruses: HPV, HIV, Hepatitis, and Herpes. • Discuss the sexually transmitted diseases and their treatment. • Discuss menopause and the teaching topics to discuss with women. • Identify health promotion topics to teach women throughout the lifespan. • Assign a case study for group to complete about women's health. • Identify nursing implications to implement for women in the lifetime. 	<p>TEXT: Ricci Chapters 5, 6, 7, & 8</p> <p>Recommended Journal Articles:</p> <ul style="list-style-type: none"> ♦ Aaron, E., Levine, A. B., Monahan, K., & Biondo, C. P. (2006). <u>A rapid HIV testing program for labor and delivery in an inner city teaching hospital.</u> <i>AIDS Reader</i>, 16(1), 22-37. ♦ Assan, S. & Kraszewski, S. (2006). <u>Sexually transmitted infections; Hepatitis B.</u> <i>Practice Nurse</i>, 32(7), 58-62. ♦ Boehmke, M. M. & Dickerson, S. S. (2006). <u>The diagnosis of breast cancer: Transition from health to illness.</u> <i>Oncology Nursing Forum</i>, 33(6), 1121-1127. ♦ Torpy, J. M. (2007). <u>Human papillomavirus infection.</u> <i>Journal of the American Medical Association</i>, 297(8), 912-991. ♦ American College of Obstetrics and Gynecology (ACOG) (2007). <u>Pelvic organ prolapse.</u> <i>Obstetrics & Gynecology</i>, 109(2), 461-473. 	<p>HOTLINES: CDC National AIDS Hotline (1-800-343-2437)</p> <p>WEBSITES:</p> <ul style="list-style-type: none"> • American Cancer Society www.cancer.org • American College of Obstetricians and Gynecologists www.acog.org • American Urological Association www.auanet.org • Hysterectomy Educational Resource and Services (HERS) www.ccon.com/hers • National Association for Continence www.nafc.org • National Women's Health Information Center www.4women.gov • Sexuality Information and Education Council of the United States www.siecus.org • American Psychiatric Association www.psych.org • American Society for Reproductive Medicine www.asrm.org • Centers for Disease Control and Prevention www.cdc.gov • Herpes Resource Center www.ashastd.org/herpes/hrc • National Institute of Allergy and Infectious Disease: Human Papillomavirus and Genital Warts; Chlamydia; Gonorrhea; Syphilis www.niaid.nih.gov/ • National Institute of Mental Health www.nimh.nih.gov • National Women's Resource Center www.healthywomen.org • Resolve, Inc (impaired fertility) www.resolve.org <p>Continues on next page . . .</p>

CLASS CONTENT	CLASS HOURS	INTERACTIVE LEARNING STRATEGIES	READING ASSIGNMENT	RESOURCE TECHNOLOGY
Health Care Issues for Women Across the Lifespan, cont.				<p>WEBSITES, CONT.:</p> <ul style="list-style-type: none"> • Teen Source (STD information for teens) www.teensource.org • Facing Our Risk of Cancer Empowered www.facingourrisk.org • Living Beyond Breast Cancer www.lbbc.org • National Alliance of Breast Cancer Organizations www.nabco.org • National Cancer Institute (NCI) www.nci.nih.gov • Oncology Nursing Society (ONS) www.ons.org • Susan G. Komen Breast Cancer Foundation www.komen.org • Y-me National Breast Cancer Organization www.Y-me.org

CLASS CONTENT	CLASS HOURS	INTERACTIVE LEARNING STRATEGIES	READING ASSIGNMENT	RESOURCE TECHNOLOGY
High Risk Births and Obstetric Emergencies	3	<ul style="list-style-type: none"> • Reflect on a patient you have cared for with a dysfunctional labor pattern and discuss the nursing interventions used to enhance labor. • Discuss the role of the partner in assisting the patient with a dysfunctional labor pattern. • Observe a cesarean birth and describe the nursing care for the baby. • Have a student observe an ultrasound for an amniotic fluid index. • Discuss the diagnosis of polyhydramnios and/or oligohydramnios and the patient's outcome for a successful pregnancy. • Discuss the early symptoms of preterm labor you would teach in a childbirth education class. • Reflect on what activities you would discuss with a woman on bed rest for pre-term labor. • Explain the benefits of tocolytic agents used for pre-term labor. • Discuss the methods used for induction of labor. • Care for a laboring patient receiving augmentation of labor. Discuss the role of the nurse. • Outline the fetal and maternal risks associated with post-term pregnancy. • Discuss the steps utilized by nurses in caring for laboring patients with shoulder dystocia. • Observe a cesarean birth and care for the patient in the post operative period. Discuss the assessment and nursing interventions for this patient. • Discuss the nurse's role for a laboring patient who experienced an obstetrical emergency (prolapsed cord, shoulder dystocia, abruption, uterine rupture). 	<p>TEXT: Ricci Chapter 19 pp. 530-539 Chapter 21</p> <p>Recommended Journal Articles:</p> <ul style="list-style-type: none"> ♦ Meddings, F., Phipps, F. M., Haith-Cooper, M., & Haigh, J. (2007). <u>Vaginal birth after cesarean section (VBAC): Exploring women's perceptions.</u> Journal of Clinical Nursing, 16(1), 160-167. ♦ Smith, J. G. & Merrill, D. C. (2006). <u>Oxytocin in induction of labor.</u> Clinical Obstetrics & Gynecology, 49(3), 594-608. 	<p>VIDEO PROGRAM:</p> <ul style="list-style-type: none"> ♦ <u>OB-106 V NCLEX-RN REVIEW - OB - Part 5 of 6: Newborn/High-Risk Newborn</u> (38 min.) <p>WEBSITES:</p> <ul style="list-style-type: none"> • American Academy of Pediatrics www.aap.org • American College of Obstetricians and Gynecologists www.acog.org • American Society of Reproductive Medicine www.asrm.org • Association of Women's Health, Obstetric and Neonatal Nurses (AWHONN) www.awhonn.org • Birthrites: Healing After Cesarean, Inc. www.birthrites.org • Department of Health and Human Services www.4women.gov • International Cesarean Awareness Network www.ican-online.org • March of Dimes www.modimes.org • Mothers of Supertwins www.mostonline.org • National Perinatal Association www.nationalperinatal.org • SHARE Pregnancy and Infant Loss Support Group www.nationalshare.org • Sidelines: High Risk Pregnancy Support Group www.sidelines.org • Smoke Free Families www.smokefreefamilies.tobacco-cessation.org • Vaginal Birth after Cesarean (VBAC) www.vbac.com

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Nutrition For Childbearing And Infancy	2	<ul style="list-style-type: none"> • <u>Case Studies via PowerPoint:</u> <ul style="list-style-type: none"> • Childbearing • Infant Feeding • Infant Growth & Development • <u>Discussion Questions:</u> <ul style="list-style-type: none"> • Why is nutrition so important during the childbearing years? • What are the major nutritional risk factors during pregnancy? • What are major considerations for the nurse assisting in planning menus for a vegan? • <u>Completion of Learning Activity Guide:</u> <ul style="list-style-type: none"> • RDA/Food Source Table • Crossword Puzzles • True/False Questions • Critical Thinking Case Studies • <u>Teach basic principles of nutrition to:</u> <ul style="list-style-type: none"> • The lactating postpartum woman • The non-lactating postpartum woman • <u>Teach basic principles of infant nutrition to parents of:</u> <ul style="list-style-type: none"> • Formula-feeding infants • Breastfeeding infants 	<p>TEXT: Ricci Chapter 11 pp. 272-282 pp. 506-515</p> <p>Recommended Journal Articles:</p> <ul style="list-style-type: none"> ♦ Lane, C. A. (2007). <u>Nausea and vomiting in pregnancy: A tailored approach to treatment.</u> <i>Clinical Obstetrics & Gynecology</i>, 509(1), 100-111. ♦ Ko, C. W. (2006) <u>Risk factors for gallstone-related hospitalization during pregnancy and the postpartum.</u> <i>American Journal of Gastroenterology</i>, 101(10), 2263-2268. ♦ Graham, H. (2007). <u>Breast health and pregnancy.</u> <i>British Journal of Midwifery</i>, 15(3), 137-140. 	<p>VIDEO PROGRAMS:</p> <p>#PD-008 V "Infant Nutrition: Foundation for a Lifetime of Good Health" (23 min.)</p> <p>#OB-080 V "Feeding Your Baby" (Breastfeeding, 16 minutes; Bottle Feeding, 14 minutes)</p> <p>WEBSITES:</p> <ul style="list-style-type: none"> • American College of Nurse Midwives www.acnm.org • American College of Obstetricians and Gynecologists www.acog.com • Association of Women's Health: Obstetrics & Neonatal Nurses (AWHONN) www.awhonn.org • Dietary Guidelines for American www.nal.usda.gov/fnic/dga • International Childbirth Education Association www.icea.org • March of Dimes www.modimes.org • Mayo Clinic Pregnancy Center www.mayoclinic.org • Vegan diet during pregnancy www.vrg.org/nutrition/veganpregnancy.htm • Weight gain during pregnancy www.marchofdimes.com/pnhec/159_153.asp • National Center for Education in Maternal and Child Health www.ncemch.org

CLASS CONTENT	CLASS HOURS	INTERACTIVE LEARNING STRATEGIES	READING ASSIGNMENT	RESOURCE TECHNOLOGY
The Child with Alterations in Genitourinary Function	3	<ul style="list-style-type: none"> • Have students write a NCP for a child with alteration in genitourinary function using NANDA, NOC, NIC. • Assign students to calculate expected daily and hourly urine output based on body weight for each clinical patient under their care. • Have the students design a POC for a child in renal failure and perform assessment, positioning, and treatments using SimMan. • Have student participate in discharge planning of a child with urologic impairment by collaborating with the case manager, primary nurse, and caregiver. • Assign the student to patients with various urinary diversions such as foley catheter and urinary stents and require procedures be conducted according to policy. • Have the student lead a discussion in post conference regarding the psychological issues that are potentially involved with a child with hypospadias. 	<p><u>TEXT: Potts & Mandleco</u> pp. 623-657 Chapter 29, pp. 950-952</p>	<p><u>SIM MAN</u></p>